

A series of dark blue silhouettes of people in various stages of growth or learning are positioned along a green, upward-curving line that represents a hill. From left to right, there is a small child sitting on the ground, a young child walking, a taller child walking, an adult walking, and a graduate wearing a cap and gown.

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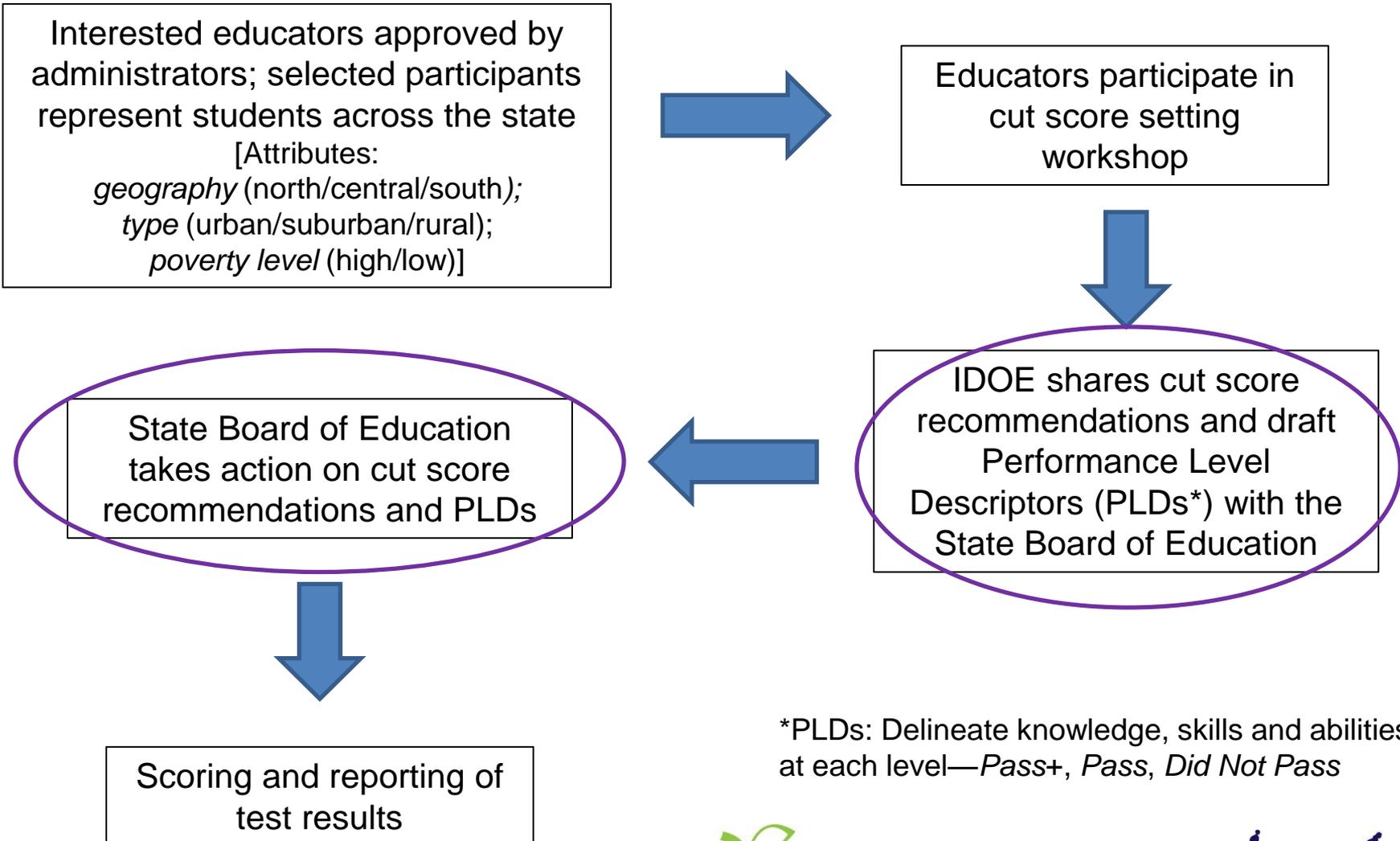
Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

ISTEP+ Cut Score Recommendations

**State Board of Education Meeting
October 14, 2015**

Indiana's Cut Score Setting Process



*PLDs: Delineate knowledge, skills and abilities at each level—*Pass+*, *Pass*, *Did Not Pass*

Cut Score Setting Process

- Cut Score Setting Workshop
 - October 5–8, 2015
 - Process facilitated by vendor (CTB)
 - Participants studied “Ordered Item Booklets”
 - Items and score points arranged from least to most difficult
 - Based on student performance statistics from the assessments
 - Each participant set 3 rounds of bookmarks
 - Discussion occurred before and after each round; bookmarks always set as individuals
 - Panelists reviewed impact data after Rounds 2 and 3
 - Participants considered the performance level descriptors (PLDs) for *Did Not Pass*, *Pass*, and *Pass+*.
 - Educators from each table convened to consider the cut scores to review the articulation across grades.



Cut Score Setting Review

- Technical Advisory Committee Members
 - Dr. Karla Egan, Dr. Karen Barton, Dr. Ed Roeber
- Observed the Cut Score Setting
 - Appropriate process facilitated by vendors
 - Content-based discussions and recommendations
- Formal TAC meeting with IDOE at end of process
 - Reviewed cut score setting process
 - Analyzed teacher recommendations and results
 - Confirmed the quality of the cut score setting process
 - Provided feedback and technical advice to the IDOE regarding cut score recommendations



Review Using Content and Data

- The cut score recommendations were examined by the educators after the Bookmark Procedure to make sure:
 - The knowledge, skills, and abilities expected of students in each performance level was consistent with state expectations (PLDs)
 - The impact data formed a reasonable, explainable pattern across grades.
- The TAC then examined the cut scores to make sure:
 - The pattern explained by the educators was expressed by the cut scores.
 - Each of the adjustments made by the TAC, and each of the educator adjustments, were within ± 1 SE of the recommendations.
 - The comparison with SE honors the voice of the educator committee, their recommendations, and the process.



ISTEP+

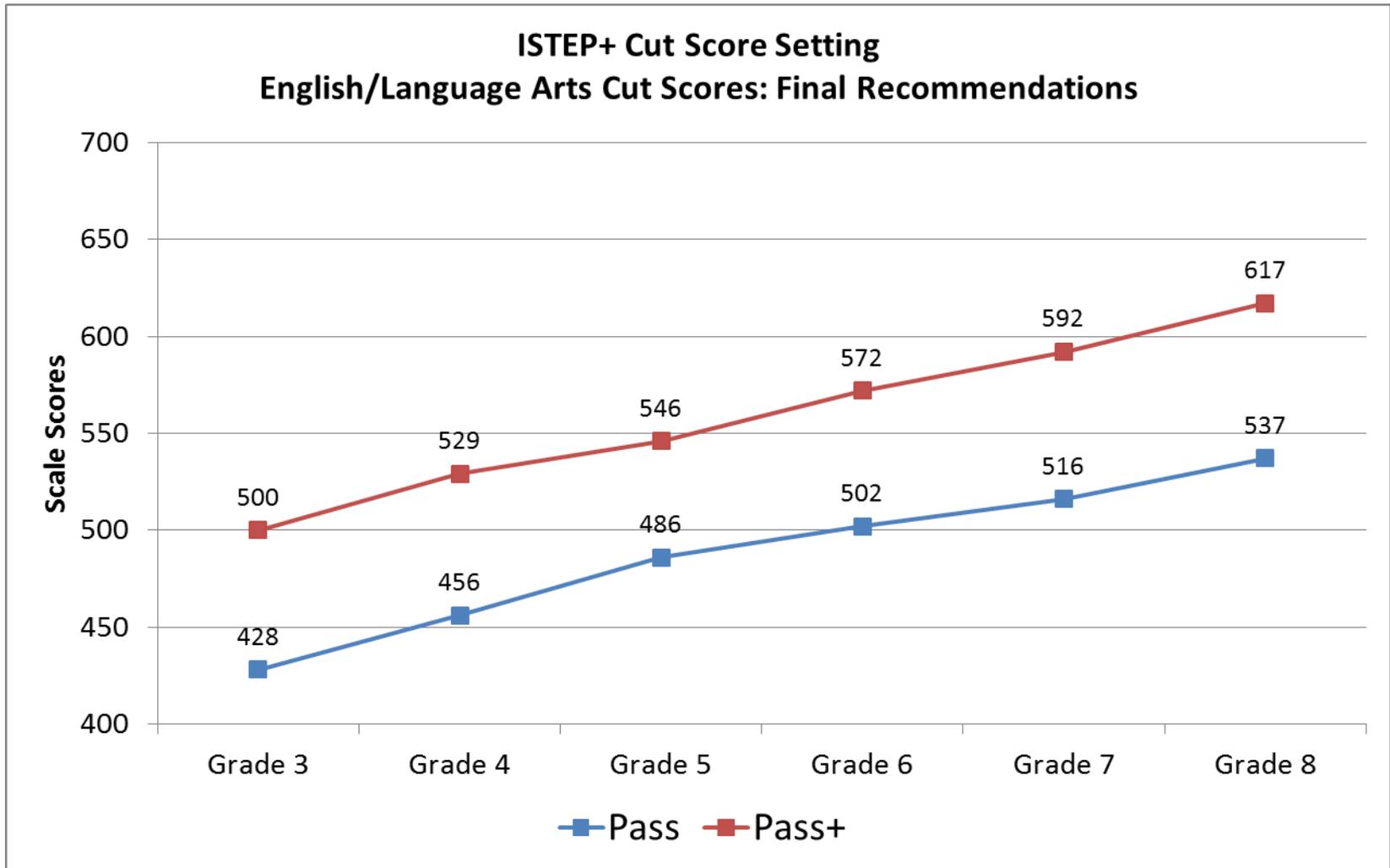
ISTEP+ Cut Score Recommendations for Grades 3–8 ELA and Mathematics

A series of blue silhouettes of people in various walking and running poses, positioned along a green, curved line that represents a hill or path.

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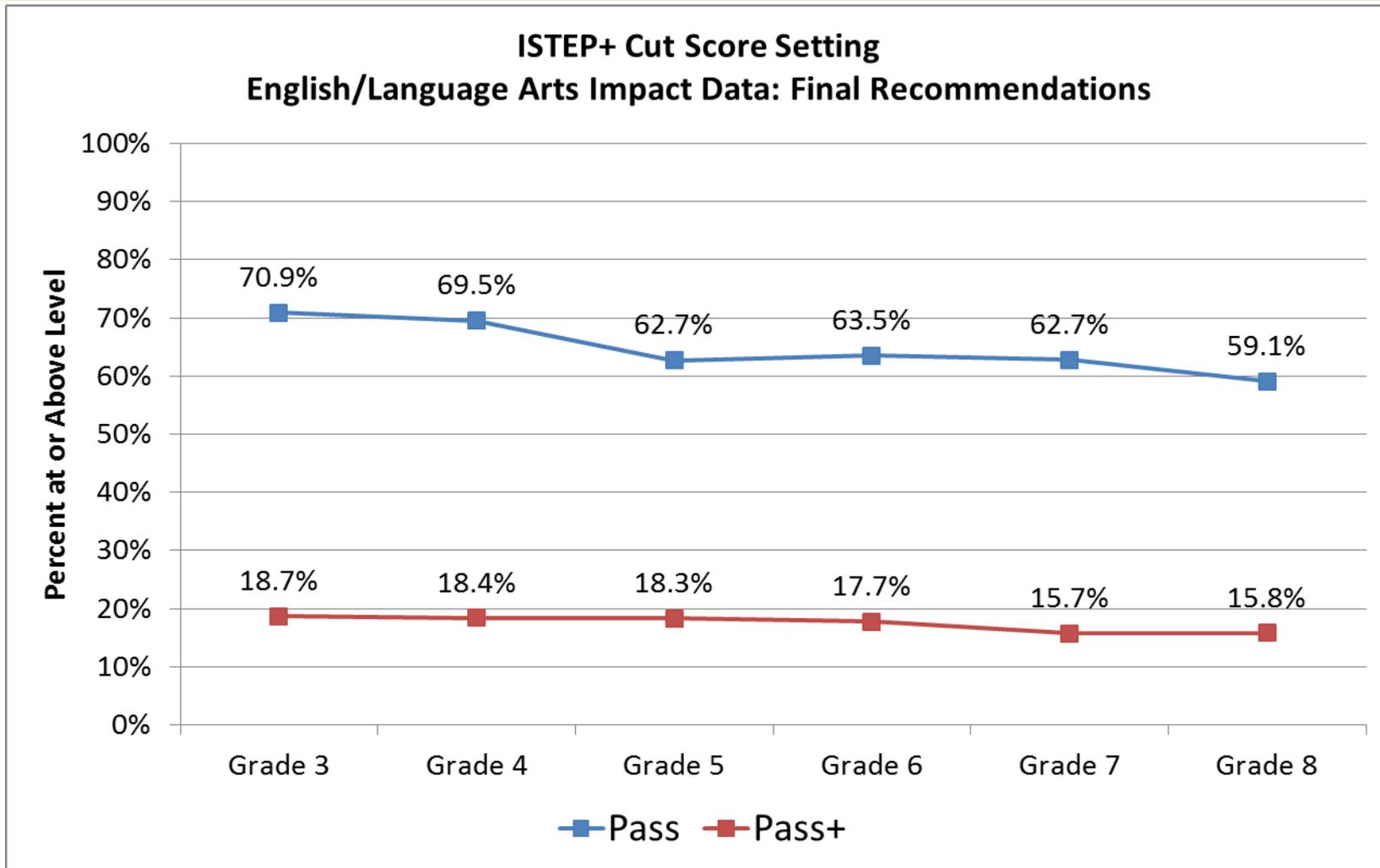
Recommended Cut Scores: ELA



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Associated Impact Data: ELA



Standard Error Adjustments: ELA

Table Leaders

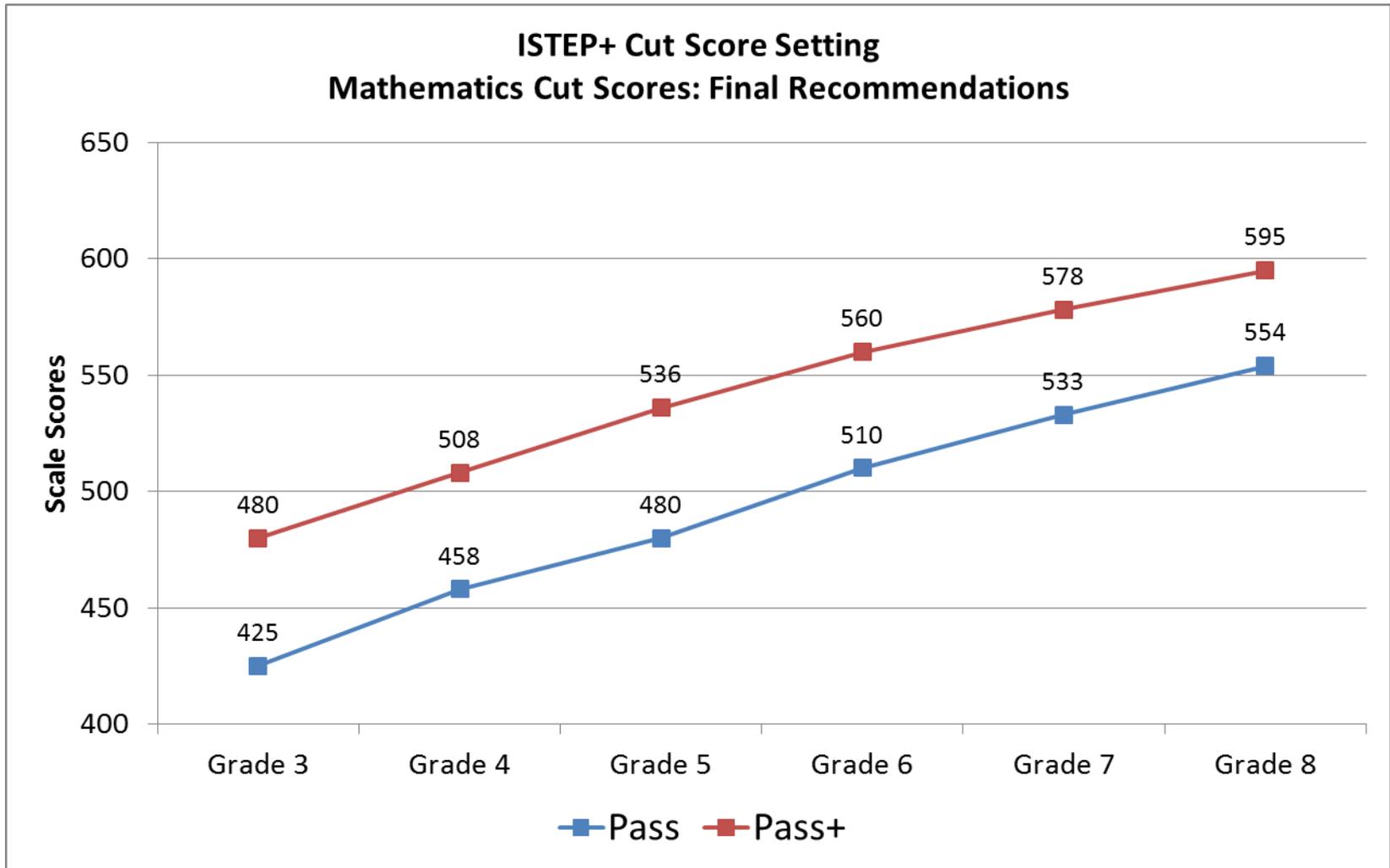
Grade/Category	Change in SE	Change in Scale Score
Grade 3 Pass	+0.9	409 to 428
Grade 5 Pass+	-0.3	554 to 546
Grade 7 Pass	-0.8	530 to 516
Grade 7 Pass+	-0.7	608 to 592



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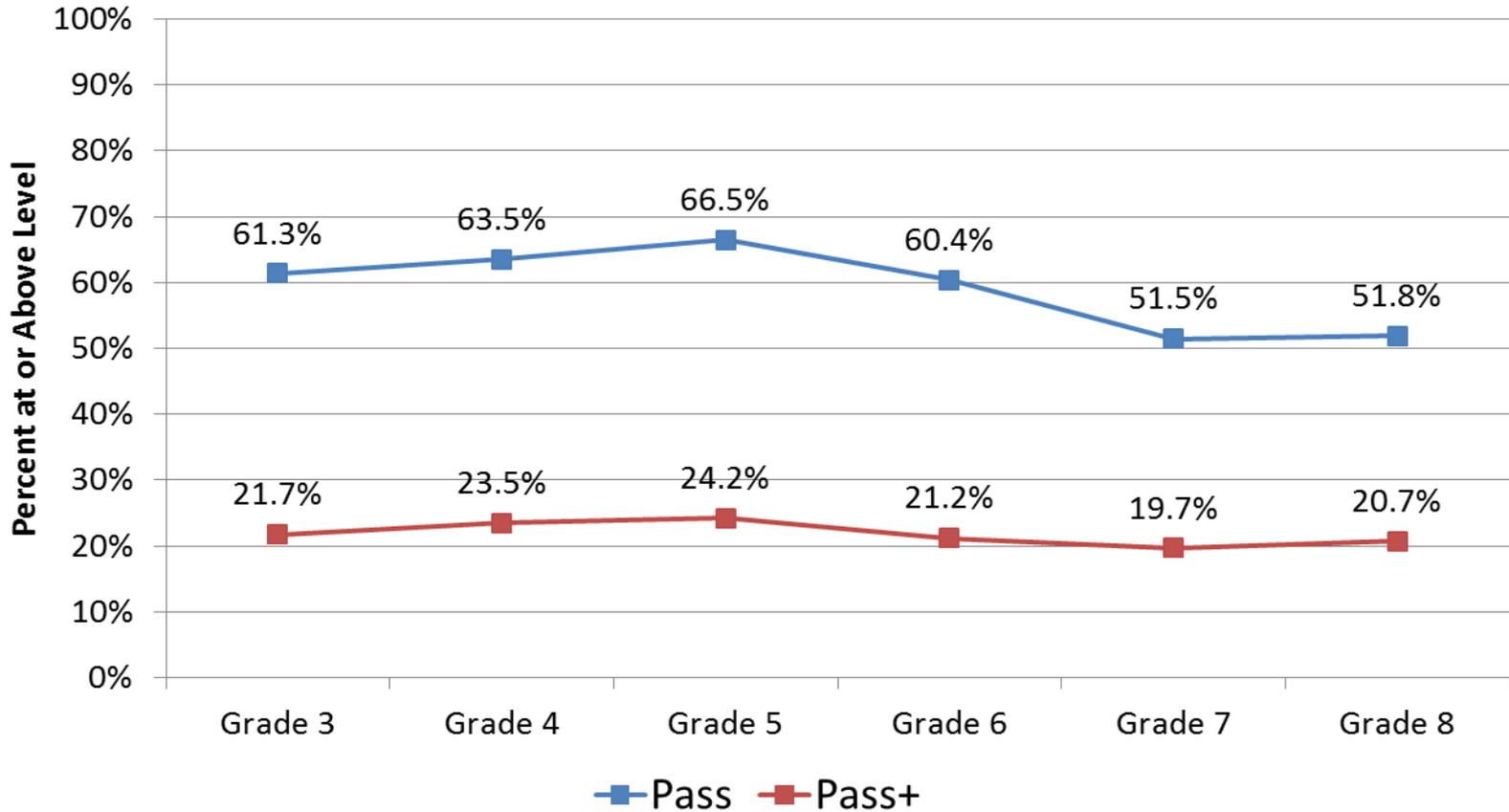
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Recommended Cut Scores: Math



Associated Impact Data: Math

ISTEP+ Cut Score Setting
Mathematics Impact Data: Final Recommendations



Standard Error Adjustments: Math

Table Leaders

Grade/Category	Change in SE	Change in Scale Score
Grade 3 Pass+	+0.2	473 to 476
Grade 4 Pass+	+0.3	503 to 508
Grade 5 Pass+	-0.6	552 to 544
Grade 6 Pass	+0.6	497 to 503
Grade 6 Pass+	+0.4	553 to 558

TAC

Grade/Category	Change in SE	Change in Scale Score
Grade 3 Pass+	+0.3	476 to 480
Grade 5 Pass+	-0.6	544 to 536
Grade 6 Pass	+0.7	503 to 510
Grade 6 Pass+	+0.1	558 to 560



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State Board Action Requested

- **Approval of cut score recommendations**
 - ISTEP+ ELA & Mathematics, Grades 3–8
- **Approval of Performance Level Descriptors (PLDs)**
 - *Pass+*
 - *Pass*
 - *Did Not Pass*



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Questions?

Thank You

Dr. Michele Walker, Director
Office of Student Assessment



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